

What role does the new interactive educational tool NearPod have in small group anatomy teaching at medical school?

Brighton and Sussex Medical School, Department of Anatomy, Year 1 medical students 2015-16

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The purpose of our study was to trial the interactive educational teaching tool NearPod within small group anatomy teaching at medical school to MBBS year 1 students (N=150), to identify if it can be used as an effective aid to teaching.

NearPod presentations were created for a tutorial on 'Heart Embryology' and a quiz session on 'Thoracic Anatomy'. These were delivered to 10 groups of 15 first year medical students and feedback was collected through an integrated six item questionnaire, on a five-level Likert scale.

The surveys showed that for ease of log on and ease of use students rated NearPod highly, with 83.2% and 92.3% (embryology tutorial and thoracic anatomy quiz respectively) of students responding positively with either a definitely or mostly agree response on our survey. Results for interactivity were even better with 93.3% and 100% of students responding positively in the tutorial and quiz respectively, however only 61.3% and 55.0% gave it the very highest rating. From the feedback generated students found the real-time cohort feedback the least useful with only 66.7% and 70.0% of students giving a positive response. The majority of students agreed that having the tutorial and quiz available after the session would be beneficial and that they enjoyed using NearPod.

Some limitations were outlined by the students, ranging from providing more confidential feedback on performance, to local issues with wi-fi connectivity. Overall results demonstrated that NearPod was both enjoyable and effective in small group anatomy teaching in this cross section of medical students.